

# CBS NewsBreak 3

CBSニュースブレイク 3

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 **SEIBIDO**

## はじめに

このテキストはアメリカの3大ネットワークのひとつ、CBSの看板ニュース報道番組“CBS Evening News”と、朝の情報番組“CBS This Morning”の中で取り上げられたニュースを収録したものです。これらの番組では時々刻々と変化する社会情勢や様々な事件などが報道されますが、本テキストではそうした生々しいニュースというよりも、最新のトレンド、健康やライフスタイル、ハイテク、経済、ポップカルチャー、エンターテインメントなどの日常的な話題を取り上げ、今アメリカで実際に何が起きているのか、何が問題になっているのか、人々の興味関心は何かなどについて紹介します。個性豊かなアンカーやレポーターたちが様々な話題について紹介しているため、その内容は英語を外国語として学んでいる学習者にとっても、たいへん興味深いものがあります。本書はそこから特に日本人英語学習者にとって身近で親しみやすく、アメリカ人の生活や文化を直接反映しているニュースで、できるだけ放映時間の短いコンパクトなニュースを厳選しました。その中には日本の事象や食文化などが扱われている素材も含まれており、日本や日本文化が現在のアメリカ人にどのように受け止められているかを垣間見ることができます。

このテキストからニュース素材はネットを通してスマートフォンやコンピュータ上で視聴できるようになりました。ストリーミング形式での配信ですので、手元の機器には保存することはできませんが、ネットにつながっていればいつでもどこからでも、ニュースを視聴することができます。学習する際には映像をヒントにしながらナチュラルスピードの英語を聞いてその内容を理解することが第1の目標となりますが、その内容を十分理解したあとでニュースの音声（またはスピードを少し遅くした音声）に合せて「シャドーイング」を行うことによって、英語の音声面の強化をはかることもめざしています。アンカーやレポーターたちは限られた時間内にできるだけ多くの情報を盛り込もうとしているため、1分間に150語から200語程度の速さで話しています。スピードが速いため、英語を外国語として学んでいる学習者がそれと同じように真似てシャドーイングするにはかなり無理がありますが、本テキストでは最新の話速変換技術を用いて、生の素材を生かしながらそのスピードを少し遅くした音声や動画も併せて提供しています。ニュースに登場する人々の英語には生の感情がそのまま込められていますので、それをくりかえし練習することによって、英語のリスニングの能力を高めるとともに、英語特有の強弱のリズムやイントネーションをぜひ体感してください。また、各ユニットの最後には理解したニュースについて、「あなたならどう思いますか、どうしますか？」というように、話題を自分の立場に置き換えて考える活動が用意されています。多量のインプットに加えていくらかのアウトプットをすることによって、学習した言語項目を使いながら身につけることができますようになっていきます。ニュースを理解するだけにとどまらず、様々な話題について自ら考え、それを英語で発表できる力をつけていただければ幸いです。

Nobuhiro Kumai & Stephen Timson

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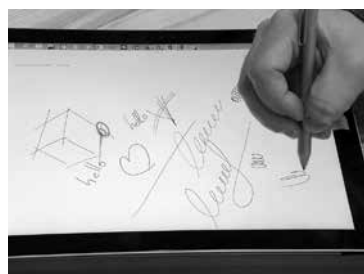
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# UNIT 1



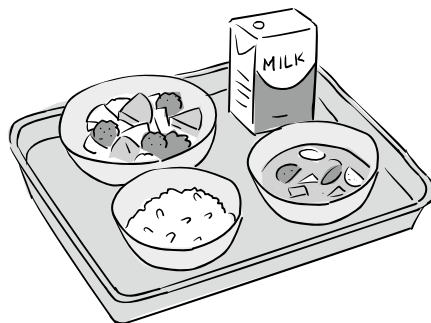
## What's for Lunch? In Japanese Schools It's Always Healthy



### 1. Before You Watch

Look at the title and photos, and then answer the questions.

1. What does the title mean? Do you agree?
2. Do you think eating together as a class is a good way to have lunch?





## 2. Word Match

Match each word or phrase with the right definition below.

- (    ) 1. Wearing seat belts while driving is **required** by law.
- (    ) 2. **Obesity** can increase the risk of heart disease and other illnesses.
- (    ) 3. A famous iron chef gave us information about how to read and understand the **nutrition** labels on food products.
- (    ) 4. My friends **dined** with me at my favorite restaurant on my birthday.
- (    ) 5. My father is **staying fit** by exercising daily and avoiding sweets.
- (    ) 6. He became more **conscious about** the environment after reading several books about global warming.
- (    ) 7. She is very **picky** about her clothes and only buys the top brands.
- (    ) 8. Having a lot of money and material things won't **guarantee** happiness.

- a. to eat dinner or the main meal of the day
- b. to keep in good physical condition
- c. very careful or too careful about choosing or accepting things; hard to please
- d. the process of eating the right kind of food for health and growth
- e. to make it necessary for someone to do something
- f. to promise that something will happen or be done
- g. being very fat in a way that is not healthy
- h. aware of something; noticing something



## 3. Getting the Gist

– First Viewing – [Time: 02:11]



Watch the news and then choose the right word in each statement.

- 1. The Japanese style of serving school lunches is a good way for students to ( learn / talk / teach ) about nutrition.
- 2. After coming to Japan, the American teacher became more ( aware / confused / excited ) about what he should eat to stay healthy.





## 4. Getting into Details

–Second Viewing–



1-03~05

Watch or listen to the news again. Fill in the blanks and answer the questions.

[CD 1-03]

**Tracy Smith:** At school, American kids often reject healthy alternatives in favor of pizza and junk food. But <sup>1</sup>(



**healthy alternatives** 代わりとなる健康的な食べ物  
**in favor of~** ~の方を好んで

) As Lucy Craft reports, healthful lunches <sup>2</sup>( ) for Japanese kids. They're **required**.

**Lucy Craft:** At Tokyo's Higashi-Kanamachi Elementary, it's a <sup>3</sup>( ) Chopping, steaming, and swirling. Everything is made from scratch, from the locally sourced greens to the rice salad, to the seaweed jello.

**swirling** かき混ぜること  
**from scratch** 最初から、はじめてから  
**seaweed jello** 寒天から作ったゼリー

Childhood **obesity** is almost unknown in Japan. And part of the reason is the school lunch. It's not just a <sup>4</sup>( ), but a lesson in

**nutrition**. It's a lesson Japanese schools take very seriously. So seriously kids do the serving. Dressed like junior cooks, they sling sushi rice with gusto.



**sling** 皿によそう、盛り付ける  
**with gusto** 楽しげに、嬉々として

### Comprehension Check

1. [T/F] American kids often prefer healthy foods to junk food for school lunch.
2. [T/F] One reason why there are fewer obese children in Japan is because of healthy school lunches.

[CD 1-04]

**Craft:** Teacher and students **dine** together right at their desks. The message is <sup>5</sup>( )

together.

**Craft:** “We Japanese call it, ‘eating from the same bowl,’” says principal Kimiko Koyasu. “No matter how old you are, you never <sup>6</sup>( ) back in school.”

For about two dollars and fifty cents, kids get a veggie-stuffed feast, low on <sup>7</sup>(

) and fat, and balanced down to the last calorie. This sixth grader says, “It’s tasty, and if I eat it all, it gives me energy.”



**back in school**

昔学校に行っていた頃に

**veggie-stuffed feast**

野菜が詰まったごちそう

**down to the last calorie**

最後の1カロリーまで

### Comprehension Check

3. [T / F] Eating the same food together with their classmates and teacher gives Japanese kids a sense of unity.
4. [T / F] Japanese school lunches are very expensive, but well-balanced in nutrition and calories.

### [CD 1-05]

**Craft:** Minnesota native Karl Hoeschen came to Higashi-Chichibu Junior High School outside Tokyo to teach English. He <sup>8</sup>( ) on **staying fit**.

**Karl Hoeschen:** Since coming to Japan two and a half years ago, I’ve lost about 10 kilograms, or 22 pounds. Uh... and I’ve become much more **conscious about** my portion sizes and just <sup>9</sup>( ).

**pound**

ポンド (約 0.45kg)

**portion sizes**

一人前の分量

**Craft:** Thanks to clever recipes that make vegetables go down easy, even **picky** eaters clean their plates.



**make vegetables go down easy**

野菜を食べやすくする



**Hoeschen:** They're told from a very early age that they need to eat <sup>10</sup>( ) for them and, that what's good for them can be good tasting, too.

<sup>55</sup> **Craft:** Hitting the right notes at lunchtime doesn't **guarantee** straight A's, but to the Japanese, it's one way to keep young minds in tune.  
For CBS This Morning Saturday, Lucy Craft, Tokyo.

### Hitting the right notes

〔音楽などで〕正しい音を出す（ここでは比喩的な表現）

**keep ~ in tune**  
～の調子を合わせる

### Comprehension Check

5. [T / F] Before he came to Japan, the American teacher did not think so much about healthy eating.
6. [T / F] The school lunch is made in such a clever way that the kids eat vegetables they don't like.
7. [T / F] Healthy Japanese school lunches help kids get good grades.



## 5. Summary



Fill in the blanks. The first two letters of each word are already given.

At lunchtime American school kids often prefer pizza and junk food, and reject healthy <sup>1</sup>( al ). But it's different in Japanese schools, because eating a healthful lunch is <sup>2</sup>( re ). For Japanese kids, lunchtime is not only about having a meal. It's also a good chance to learn about <sup>3</sup>( nu ). At an elementary school in Tokyo, everything they eat is made from <sup>4</sup>( sc ). Kids are dressed like chefs and serve the meals. They <sup>5</sup>( di ) together at their desks with teachers. This style of eating the same food together is called "eating from the same <sup>6</sup>( bo )." Sharing the experience of eating together creates a bond and a sense of harmony among them. The food is inexpensive, stuffed with a lot of vegetables and <sup>7</sup>( lo ) on sugar and fat. It gives kids energy and even <sup>8</sup>( pi ) eaters eat everything on their plates. After coming to Japan, an American teacher became more <sup>9</sup>( co ) about his portion sizes and what he eats. The reporter found that Japanese school lunches help kids stay <sup>10</sup>( fi ).

5

10

15



## 6. Conversation in Action



1-07

Put the Japanese statements into English. Then listen to check your answers.

**Yuka:** Thanks for visiting my school, Mr. Smith. What do you think?

**Mr. Smith:** Well, it's a lot like American schools, but <sup>1</sup> \_\_\_\_\_.  
(昼食時間が違ってるね)

**Yuka:** Really? How?

**Mr. Smith:** Well, the kids dress up <sup>2</sup> \_\_\_\_\_.  
(シェフのような格好をして給仕をしているよね)

And the meals look really good and nutritious!

**Yuka:** Yes, it's a <sup>3</sup> \_\_\_\_\_ to stay  
healthy. (何を食べるべきかについて子どもたちが学ぶいい機会)

**Mr. Smith:** Looks yummy. Even for <sup>4</sup> \_\_\_\_\_!  
(私みたいに好き嫌いのある人)



## 7. Critical Thinking

Discuss the following questions with your partner or group. Give reasons to support your opinions.

1. What are some differences between Japanese and American elementary school lunches?
2. Why are the meals served at this school nutritious?
3. What does the phrase "eating from the same bowl" mean?

What would you do?

1. You are hosting a non-Japanese visitor to your elementary school. Explain your school's lunchtime routine to your guest.
2. You are in charge of preparing the menu at an elementary school. What kind of menu would you make? Why?